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ABSTRACT

The report presents a record of the second year activities of Project MODEL (Mobile Occupational Development Education Laboratories). Included are a brief description of the project and an examination of the various operation activities; components, the development of nine objectives, their status, and their disposition; financial verification; and a projection. The document serves as a clear indicator of both the successes and difficulties encountered during the second operational year and what has been accomplished to date. The project was designed as an experimental program to help develop in-house, on-going programs in institutions and agencies which serve the handicapped and disadvantaged. Four mobile laboratories (business education, small engine repair, distributive education, and vocational education) are staffed with teachers and aides, and deliver an alternative system of audiovisual, self-paced, individualized instruction which provides the stimuli for learning experiences involving personal interaction, exposure, training, and evaluation. The Project MODEL summer workshop attempted to (1) maintain and repair the mobile units' interiors and exteriors, (2) review the usage and operation of all audiovisual equipment, and (3) computerize the description of its instructional programs in cooperation with Project CAREER. Appended are tables showing student characteristics and services provided. (Author/BP)

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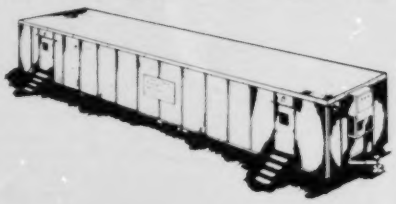
PROJECT model



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SECOND ANNUAL REPORT

JULY 1, 1973 to JUNE 30, 1974

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State Purchasing Agent

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MASSACHUSETTS STATE DEPARTMENT OF EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION

in Cooperation with

NASHOBA VALLEY TECHNICAL HIGH SCHOOL

PROJECT #D18873

MOBILE
OCCUPATIONAL
DEVELOPMENT
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LABORATORIES

SECOND ANNUAL REPORT

July 1, 1973 thru June 30, 1974

PROJECT MODEL
173 Chelmsford Street
Chelmsford, Massachusetts
01824

July 1974

Letter of Transmittal

173 Chelmsford Street
Chelmsford, MA 01824

July 26, 1974

To: Dr. John P. Manning, Acting Assoc. Comm. for Occ. Ed.
Mr. Thomas Lafionatis, Supt.-Dir. N.V.T.H.S.

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These copies are to be distributed as follows:

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1 Copy to - Dr. John P. Manning, Acting Associate Commissioner for Occupational Education, for the State Board of Education

1 Copy to - Mrs. Amanda Houston, Bureau Chief, Bureau of Special Needs

10 Copies to - Mr. Thomas Lafionatis, Superintendent-Director, Nashoba Valley Technical High School, to be distributed by him

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Original Draft - Dr. Everett R. Warzecha, Director of Project MODEL - To be kept with Project file

The remaining copies will remain at Project MODEL to be distributed at the discretion of the Project Director.

A brief abstract of this report has been prepared. Copies have been placed in folders for distribution to the Advisory Committee and the Bureau Chiefs of the State Department of Education. The remaining copies will be made available upon request.

PROJECT MODEL

SECOND ANNUAL REPORT

This report presents a record of Project MODEL's second year of operation. Included are a brief description of the project and an examination of the various operational activities, components, and objectives, their status and their disposition, financial verification, and a projection for the coming year of operation. This document should serve as a clear indicator of both the successes and difficulties encountered during the second operational year and what has been accomplished to date. Any comments and/or reactions to this report should be made in writing to Dr. Everett R. Warzecha, Project Director, Project MODEL, 173 Chelmsford Street, Chelmsford, Massachusetts 01824.

Approved:

Project Director

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PROJECT MODEL SERVES ...

The DISADVANTAGED

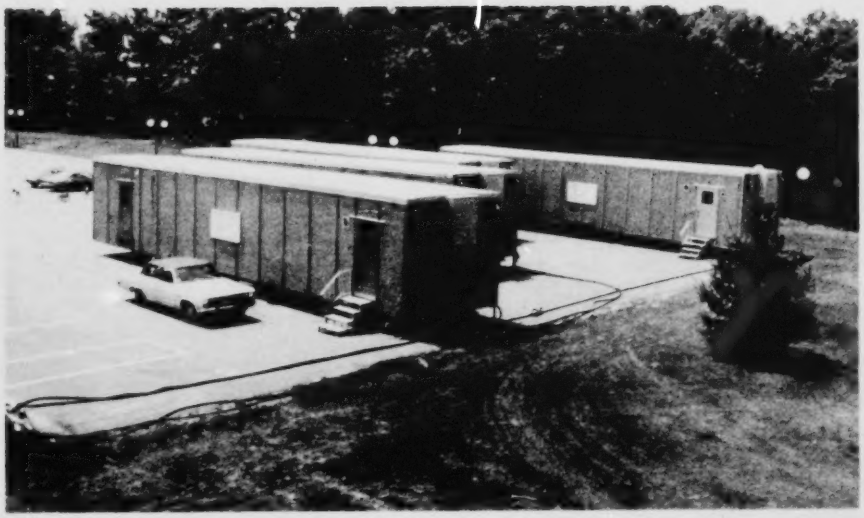
And The HANDICAPPED

By BRINGING

OCCUPATIONAL ORIENTATION

And

CAREER DEVELOPMENT



ANYWHERE IN THE COMMONWEALTH
By Means Of FOUR MODERN MOBILE LABORATORIES

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PART I

FISCAL YEAR 1974

INTRODUCTION

DIRECTOR'S MESSAGE

With the closing of Fiscal 1974, Project MODEL marks the conclusion of its second year. It was, nonetheless, a period of introduction to a new and far-ranging experience, for 1974 witnessed the initiation of actual In-Service Operation with the Project's target populations. It was a time of accomplishment and difficulty and of continuous assessment, the kind of self-examination which has led to the conclusion that, and most importantly, 1974 was a year of reaffirmation, a cementing of our conviction that we are indeed on the right track in our efforts to bring an alternative form of instruction to the thousands of Handicapped and Disadvantaged citizens who live throughout the Commonwealth.

Briefly, the Project is designed to test the effectiveness of a specialized form of instruction against specific population groups and to demonstrate this instruction to the agencies which serve these populations. MODEL does this by means of four mobile units -- Business Education, Small Engine Repair, Distributive Education and

Vocational Evaluation. It is not the Project's intention, however, to bring vocational instruction to every handicapped or disadvantaged individual in the state. Rather, it is the Project's hope that by interacting with the handicapped and disadvantaged at the various agencies which serve them, those agencies or institutions will be encouraged--and assisted by MODEL if they desire--to initiate in-house, on-going programs of their own. In this way, the number of handicapped and disadvantaged individuals served can be transformed from the small percentage reached directly by the Project to a much greater percentage reached by the agencies themselves once MODEL has departed.

There is already great promise in the results of this first year of service. Collectively the four units reached 25 isolated and diversified populations and brought instruction to 400 students. This is approximately 170 more students than was projected at the end of the last Fiscal year, or an increase of about 40%.

The success of the Project can be viewed in several ways. In terms of placement, some of the programs were extremely successful; in others, placement was minimal. Placement figures, though, do not always indicate the true measure of a unit's success, as in the case of the Small Engine Repair Unit which conducted a majority of its work

with inmates of correctional institutions who, at the time, were neither eligible for parole nor for a work-release program. Sometimes placement figures have no relevancy at all, as with the Vocational Evaluation Unit which was not directly concerned with this aspect.

In terms of the number of in-house programs initiated by various receiving agencies because of MODEL's interaction, there were 9 agencies who requested MODEL's services. Again, there are considerations which do not appear in the figures alone. There were a number of agencies who, though favorably impressed with both the Project and its results, could not start their own programs because of funding constraints, internal conflicts, or because of other problems which were beyond the sphere of MODEL's influence.

Yet, even without explanation, these figures are still heartening. There is another way, though, for viewing success which will not appear in the numbers on the statistical charts or in the words of the narrative explanations of this annual report, and yet it is perhaps the most important measure of all. I am speaking about the changes which occur within a human being--

the infusion of hope where before there was nothing to hope for, of confidence where before there was nothing to believe in, of a sense of usefulness and achievement where before there was idleness or only superficial activity. These are the things which set a spark to the kindling of human dignity and, for the many human beings who may have never felt the reassurance of its touch or who have lost it through years of isolation and neglect, it is a thing that can be neither measured nor have a price set upon it. If Project MODEL did nothing more than this, there would still be a sense of great pride in this contribution alone.

So, it is with a feeling of accomplishment and joy that Project MODEL looks backward now to Fiscal 1974 and, encouraged by what it sees, forward to the coming year with eagerness and anticipation of further success and growth.

PROJECT DESCRIPTION

Project MODEL (Mobile Occupational Development Education Laboratories) is an experimental project of the Massachusetts State Department of Education of the Division of Occupational Education and is federally funded through the Vocational Amendment Act of 1968 and subsequent related legislation. It was designed to interact with very specific and special populations with whom little has been done in the past -- the handicapped and the disadvantaged. The Project offers the qualifying agencies that serve these individuals one of four fully staffed and equipped evaluation and job training mobile units for a period of two to twelve weeks.

The occupational orientation and career development program which MODEL offers can be plugged in anywhere in the Commonwealth, and this quality of high mobility is an important asset in accomplishing the goals the Project has set for itself. First, the Project offers a very specialized form of vocational instruction and evaluation. Though the four mobile units will try to reach as many and diversified receiving agencies as they can, it is not MODEL's purpose, however, to directly reach the myriad handicapped and disadvantaged individuals in the Commonwealth. Rather, it is the project's purpose to test its specialized instruction against as many different populations

as possible and by testing, to perfect its instruction until it obtains a high degree of effectiveness with all special needs groups. By interacting with these target populations, Project MODEL hopes to encourage the receiving agencies it serves to initiate in-house, on-going programs of their own, and will offer its assistance to help them do this. Thusly, the number of disadvantaged and handicapped individuals served can be multiplied far beyond the few hundred reached directly by Project MODEL.

This alternative delivery system of career development offers students the opportunity to discover untapped interests and develop tangible occupational abilities and skills which will better prepare them to compete for entry into the job market. Or, students may be referred to further occupational training or educational opportunities.

A certificate is awarded to students upon their completion of each program, a certificate which will help to open doors in a job market that was once closed to them or assist in a more relevant selection of continued education and training.

The Units

The units, though designed to provide either instruction or evaluation in different occupational areas, do share similarities in

construction. All are 12 feet by 60 feet and are designed to be durable. They all share certain safety features, like wheelchair ramps, two entrances, one at either end of the mobile unit, as much free floor space as possible to allow for rapid evacuation in case of emergency, and a fire and burglar alarm system which automatically notifies the police or fire department upon being activated. The units are all heated in cold weather and air-conditioned in warm and have attractive, comfortable interiors to provide an atmosphere with maximum conduciveness to learning. Instructionally, all the units possess the most up-to-date audio-visual equipment which will allow a student to learn at his own pace, and all provide hands-on experience and simulated work atmospheres.

Vocational Evaluation and Reading Diagnosis Laboratory

This mobile unit provides hands-on experiences in vocational assessment and reading diagnosis where students discover their own abilities, interests and attitudes toward the world of work.

Under the supervision of an approved vocational evaluator and reading diagnostician, students are tested for adaptive behavior for a variety of occupations through the use of audio-visual aids, tools and equipment which provide occupational orientation in fifteen vocational areas.

Included in the variety of instructional equipment used in the vocational evaluation and other programs are items such as closed-circuit TV, movie projector and screen, tape recorders, record player, slide projector, cameras and equipment for making visual aids.

Evaluations can be performed on an individual or group basis. Vocational evaluation profiles and reading level diagnoses are presented to the receiving agency at the termination of a two-week program for each group of students.

Small Engine Repair and Automotive Tune-up Laboratory

Under the guidance of a teacher experienced in small engine repair and auto tune-up, students in this program disassemble, repair and re-assemble 2 and 4-stroke engines for motorcycles, lawn-mowers, chain saws, mini bikes and similar small equipment.

In addition, they learn auto tune-up by working on an engine simulator, automotive wiring boards and an operating V-8 engine. By retaining their worksheets at the completion of the program the students will, in effect, have a manual for repairing a variety of one-cylinder 2 and 4-stroke cycle engines.

Business Occupations Laboratory

Preparation for a variety of entry-level office jobs is provided in this unit through carefully-prepared programmed instruction.

Touch typing is taught quickly through an innovative method using a reflex conditioning process involving the senses of sight, sound and touch. Motion picture cartridges of twelve lessons teach a complete knowledge of the keyboard, and the sixteen follow-up half-hour cassette sessions allow students to increase their skill at an individual rate.

The operation of business machines found in most offices is taught through another course of instruction. Included are the use of spirit duplicating equipment, mimeograph and stencil-cutting materials. The program also teaches filing and preparation of letters and business forms as well as proper office behavior.

Distributive Occupations Laboratory

If a paying job in merchandising or marketing -- such as a supermarket or hotel/motel clerk -- is the next step for students, this unit provides the training to make employment a reality.

Practice in cashiering, bagging, customer relations, pricing, price changing and weighing produce constitute the training course for the supermarket checker. Facilities for stocking and arranging displays in a variety of retail occupations are contained in this unit.

In the "front desk" hotel/motel management section, students learn how to sort mail, handle telephone calls, make reservations, tally bills, register and check out guests and perform other related tasks.

Because a number of general competencies are acquired in this program, students are prepared to move into not only the specific jobs described, but any one or more of 69 related occupations.

FIRST OPERATIONAL YEAR, JULY 1, 1973 - JUNE 30, 1974

SUMMARY

This Annual Report of Fiscal Year 1974 presents a record of Project MODEL's activities and the cumulative progress of its objectives through June 30, 1974 (see Figure 1 on page 55). The objectives were proposed in the planning section of the Project's First Annual Report. In addition to accounting for this past year's activities, Part II of this report will also include a description of the Project's Summer Workshop and its projected schedule for Fiscal Year 1975 beginning on page 43.

A graphic depiction of the distribution of budget expenditures for Fiscal 1974 and the approved budget for Fiscal 1975 can be found in Figure 4 on page 58. A more detailed representation of expenditures based upon the Suggested Utilization of Resources and Guidance for Expenditures classifications, can be found in Table 3 on page 65. The figures showing Federal funding are located in Table 2 on page 64, and Table 6 on page 69 provides Funding Sources Identification.

The Project's first exposure to the target populations was completed according to the revised schedule presented in the First Quarterly Report of Fiscal 1974. A second exposure has begun.

For a variety of reasons, some reorganization of the Project's staff was necessary. Instructionally, the resignations of the Distributive Education and Small Engine Repair teachers necessitated the restaffing of those positions, the former being filled in early June and the latter on July 3. Also, because the Small Engine Repair teacher had been responsible for the transfer of the mobile units, a part-time truck driver was hired.

There was also some reorganization within the administrative staff. The position of Administrative Assistant has been approved and funds for a salary allotted. The position is permanent and has been filled, and a description of job duties can be found in Figure 6 on page 60. A representation of the present staffing distribution can be found in Figure 2 on page 56.

Table 1 on page 62 is broken down by mobile units and provides a list of the receiving agencies they served. It shows that 23 agencies and institutions were reached and 400 students served, and that out of these 400, 67 were placed. Figure 5, the map on page 59, gives a graphic representation of the agencies and the units serving them.

Figure 3 on page 57 shows a composite of all the clients served with a statistical breakdown which shows that 102 mentally retarded students, 60 physically handicapped, 144 disadvantaged,

and 94 incarcerated students qualified for the entire program and that 21, 5, 41, and 0 were placed respectively. The second part of Figure 3 depicts the same type of information but only for the three skill units--since the Vocational Evaluation Unit was not directly concerned with placement--and shows that these units served 222 students and placed 54 of them. Due to physical limitations within the further constraints of time, some of the units did not receive exposure to specific population groups; e.g., Small Engine Repair to a Deaf Population and Business Education, Distributive Education, and Vocational Evaluation to Blind Populations. Exposure is anticipated within the next fiscal year.

In anticipation of its second operational year, the project stepped up its promotional campaign. An informational film and a new brochure, both entitled "Coming Your Way" were developed. The film will be used as a means of explaining Project MODEL and to promote its services during Fiscal 1975. A copy will be available for loan upon request. The brochure gives a brief description of the Project and each of the four mobile units. There is a detachable form which an agency may use to request an application for MODEL's services. A bulk mailing of approximately 2,500 brochures was completed early in June. These went to a large number of agencies which

serve the various population groups MODEL was designed to reach, to other individuals or agencies on MODEL's established mailing list, to various social, health, welfare, and rehabilitation services, government officials on all levels, and to those individuals or agencies on the State Department's computer mailing list. A detailed breakdown of the recipients can be found in Table 4 on page 67.

In conjunction with the film and brochure, the Project also received favorable coverage in a number of newspapers throughout the Commonwealth. One representative article is included on page 36 and is followed by excerpts from other articles to give an indication of how the Project has been received. Coverage by the media culminated in the airing of the Distributive Education Unit on WBZ-TV's 6 O'clock News on May 27.

Fiscal 1974 also saw the completion of a Program Operations Manual and initial development of a Policy and Procedures Manual which, when completed, may be used by other agencies which are interested in establishing mobile type programs.

An updated inventory has been completed on schedule but will not be included in the body of this report, A copy may be obtained, however, by writing to Dr. E. R. Warzecha, 173 Chelmsford Street, Chelmsford, Massachusetts 01824, and requesting one. Table 5 on page 68 does provide an index to inventory and equipment.

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Because a tabular listing of Project MODEL's 9 major objectives, their status and disposition, is included in this report starting on page 20, no further discussion need take place here.

Project MODEL's 9 Major Objectives

For Fiscal Year 1974

Objective	Status	Disposition
1.0 Complete In-Service Training	This objective pertains to In-Service Training of staff by placing program environments into target populations. This status requires elaboration and is broken down into five sub-categories as follows.	First exposure to target population was completed as of June 1974. A second and third exposure is considered necessary to draw accurate conclusions on program effectiveness
1.1 Staff Reorganization	Completely staffed.	The Project's organizational structure as of July 13, 1974 appears in Figure 2 on page 56.
1.11 Replace Distributive Education Teacher/ Coordinator	Screening interviews convened on May 6, 1974 with a total of 3 candidates being interviewed and the best qualified individual being selected.	The position was filled early in June. The new teacher/coordinator will begin In-Service Training July 9, 1974.
1.12 Replace Small Engine Repair Teacher/ Coordinator	Screening interviews convened on June 21, 1974, with a total of 3 candidates being interviewed and the best qualified individual being selected.	The position was filled on July 3, 1974. The new teacher/coordinator will begin In-Service Training July 9, 1974.
		A high rate of turnover in instructional staff is explained by the widespread lack of, and demand for, individuals with the unique skills and qualifications which a Project MODEL teacher possesses once he received In-Service Training and exposure to the various target populations.

Objective	Status	Disposition
1.13 Hire Administrative Assistant	During 1974 there was a constant need for someone to assume the responsibilities of such a position on a full-time basis.	The position has been approved and funds for a salary appropriated. The position has been filled. Position description appears in Figure 6 on page 60.
1.14 Replace Truck Driver	Due to the resignation of the Small Engine Repair Teacher/Coordinator who had performed this function in the past, it was necessary to find a part-time individual to perform the task.	One primary and two back-up drivers have been selected to transfer, on call, the mobile classrooms. The new Automotive T/C also possesses a Class I License.
1.2 Vocation Evaluation and Reading Diagnosis Laboratory	Nine different receiving agencies and eleven populations were served in Fiscal 1974. These were:	The results of student participation in the program are presented in Figure 3 on page 57 and Table 1 on page 53. Figure 3 has been broken down into two categories, one segment showing student participation for the entire program, and the other segment showing student participation just in the three skill units (Small Engine, Business, Distributive Education) because the Vocational Evaluation Unit is not directly concerned with placement and, thusly, its inclusion does not give an accurate picture of the project in that respect.

Objective	Status	Disposition
	17 Mentally Retarded students at Pittsfield Goodwill in Pittsfield;	12 students completed the program, 14 received certificates, and 1 was placed.
	10 Emotionally Disturbed and Mentally Retarded students at New Bedford Mental Health in New Bedford;	8 students completed the program but there were no certificates awarded because many of the students were non-readers. Additional reading readiness materials were required and the unit's reading materials were not of any use. Because these students were being transferred to Halfway Houses in hope of being placed in a job, it was found that the agency badl needed a program which would provide vocational evaluation such as MODEL's. Teaching materials were found to be too sophisticated for this type of population and were simplified
	9 Physically Handicapped students at the Framingham School for the Deaf in Framingham;	9 students completed the program and received certificates. Because of the nature of their handicap the students were limited in the use of audio-visual equipment. Still, it is the opinion of the staff that many trade competencies could be achieved with close supervision and that a full visual approach to learning should be employed with such a population.

Objective	Status	Disposition
	2 groups, one of 12 the other of 13 Mentally Retarded students, at the Massachusetts Hospital School in Canton;	All of the students in both groups completed the program and received certificates. As a result, the Agency is investigating the purchase of a similar instructional program.
	11 Mentally Retarded students at Sunshine Village in Chicopee;	10 students completed the program and received certificates. It was found that greater simplification of materials was needed to work effectively with this type of population.
	16 Incarcerated students at the Billerica House of Correction in Billerica;	15 students completed the program and received certificates. Screening was difficult because inmates who were considered security risks were not allowed outside the prison walls. Hands-on technical-vocational sections of the unit commanded greater interest than did more academic sections The program was felt to be very successful.
	2 groups, one of 16 and the other of 18 Black and Spanish-speaking Disadvantaged students, at Action for Boston Community Development, Neighborhood Youth Corp in Dorchester;	13 students in the first group and 14 in the second group completed the program and received certificates. With some of the students there were problems with their attitude and lack of self-motivatio which had to be overcome.

Objective	Status	Disposition
		There has been an increasing demand to use the Vocational Evaluation Unit only in assisting agencies in determining students' vocational aptitudes and not in conjunction with the skill units as the Project originally intended. This was the case with ABCD in Dorchester which used MODEL's evaluation for internal placement. This demand, together with an anticipated involvement with Chapter 766, will result in change in the role of the Evaluation Unit as well as in the method of evaluation.
	32 Incarcerated students at Massachusetts Correctional Institution at Norfolk;	20 students completed the program and received certificates, and all expressed a great deal of interest in the Evaluation Unit and in learning small engine repair when they learned that the Automotive Unit would follow the Evaluation Unit to the site.
	15 Mentally Retarded and 2 Disadvantaged students at the Tobin School in Cambridge in connection with the Cambridge Teacher's Association (Greater Boston Association for Retarded Citizens);	15 of the 17 students completed the program and received certificates. Some of the girls in the program were "role" oriented and did not want to work in stations they considered to be "man's" work, such as heating and air conditioning.

Objective	Status	Disposition
	26 Emotionally Disturbed students at the Medfield State Hospital in Medfield.	17 students completed the program and received certificates. In this program 12 of the students were placed in jobs or in different educational environments within the institution because of MODEL's evaluation.
	Additional equipment was purchased for the Evaluation Unit. Vision and Hearing Testing Equipment to aid MODEL in its work with the deaf and blind, and 5 new Vocational Evaluation carrels which are marketed by Singer Graflex and will be used to update the Evaluation Unit.	These will be purchased and installed by the end of the Summer Workshop.
1.3 Distributive Education Laboratory	Four different receiving agencies and populations were served in Fiscal 1974. These were:	The results of student participation in the program are presented in Figure 3 on page 57 and Table 1 on page 62. The unit completed its first year schedule.
	7 Mentally Retarded males at the Templeton Farm Colony in Templeton, a division of the W. E. Fernald School;	6 students completed the program and received certificates. The staff of this unit and the students designed a canteen-type store. The students were trained to staff the store and their pay was extracted from the store's profits. The program was a great success.

Objective	Status	Disposition
	12 Spanish-speaking Disadvantaged students at the North Shore Community Action Program in Salem;	9 students completed the program and received certificates, and 6 were placed. This was the first Spanish-speaking and welfare population reached by the unit, and it was the opinion of the instructional staff that the program was quite successful and that the unit accommodated well the educational and behavioral needs of this population. Students' fluency in English also increased by the program's termination and this was considered a valuable asset in helping them fit into society.
	26 Physically Handicapped students at the Framingham School for the Deaf in Framingham;	26 students completed the program and received certificates. The program had to be modified greatly due to a lack of knowledge on the part of the students about the world of work and occupations. The program's goal was changed from one of instruction to one of exploration. Field trips to various kinds of stores proved to be a valuable experience for the students. It was found that the D.E. unit is suited for a deaf population. Only the Ken Cook Supermarket training program was too audio oriented. The problem was partially overcome by more individual work with students on the part of the teacher. The program was simplified to meet the needs of the population.

Objective	Status	Disposition
	18 Black and Spanish-speaking Disadvantaged students at Action for Boston Community Development in Dorchester.	14 students completed the program and 15 received certificates. 11 students were placed. The unit tested the feasibility of follow-up programs and the effectiveness of the Evaluation Unit with this population. This was the first time the Evaluation Unit had preceded a skill unit to a location. The teacher/coordinator found that knowing background information, reading level and interests were assets in working with a student; but, in this case, because the Evaluation Unit is not equipped to do an in-depth evaluation in Distributive Education, knowing a student's vocational competencies in other areas was not found to be particularly relevant.
1.4 Business Education Laboratory	Four different agencies and populations were served during Fiscal 1974. These are listed below:	The results of student participation in the program can be found in Figure 3 on page 57 and Table 1 on page 62. The unit completed its first year schedule on time, and second exposure and training with the five desired populations has begun. This cycle will be completed by June 1975.

Objective	Status	Disposition
	15 Mentally Retarded students at the Templeton Farm Colony in Templeton, a division of the W. E. Fernald School;	11 students completed the program. Because the students lacked reading and writing skills and were slow in eye-hand coordination, concentration was placed on office machines instead of typing. It was the opinion of the teacher/coordinator that these students could be successful in areas requiring work of a repetitive nature.
	18 female students who had displayed varying degrees of social deviency at the Protestant Youth Center in Baldwinville;	7 students completed the program and received certificates. There was a problem with attendance during the unit's stay. Several of the girls ran away from the institution repeatedly. By the conclusion of the program, the teacher/coordinator achieved good rapport with many of the students, and several visited MODEL's home office to talk to the secretaries about their jobs and to see how an office was run.
	19 Welfare mothers at the Division of Employment Security in Lawrence;	9 students completed the program and 17 received certificates. 15 were placed in jobs. The reason for fewer program completers than there were receivers of certificates and students placed in jobs is that many of these students were placed in positions before the program actually concluded and had the obligation to report for work.

Objective	Status	Disposition
	23 Mentally and Physically Handicapped students at the Vocational Service Center in Hyannis.	19 students completed the program and 17 received certificates. 18 students were placed, making it equally as successful as the program at the Division of Employment Security in Lawrence. There were some problems. Because of their handicaps students required constant attention with tasks involving the most basic motor control.
1.5 Small Engine Repair and Automotive Tune-up Laboratory	5 different agencies and populations were served during Fiscal 1974. These were:	The results of student participation in the program can be found in Figure 3 on page 57 and Table 1 on page 62. The unit completed its schedule for the first year of operation.
	13 Welfare, Spanish-speaking Disadvantaged and Handicapped students in Chelsea;	8 students completed the program and received certificates. 4 were placed. The mayor of Chelsea became very interested in the unit and Project MODEL's program, and he inspired interest in the unit's program with local businessmen who then responded with a visit to the unit.
	16 Incarcerated students at Hampshire Correctional Services in Northampton;	*8 students completed the program and received certificates. The program was very well received by correction officials who expressed an interest in acquiring the services of other MODEL units. The inmates showed a high degree of interest also, and one inmate's brother actually peddled a bicycle from Westfield to Northampton to attend graduation ceremonies.

Objective	Status	Disposition
	15 Physically Handicapped students at the Perkins School for the Blind;	14 students completed the program and received certificates. There was no placement in this program because none of the students were in a position to enter the job market. This was the unit's first exposure to a blind population. It determined that, with modifications in the curriculum, blind students could repair small engines.
	22 Incarcerated students at the Massachusetts Correctional Institution in Concord;	*18 students completed the program and received certificates. At first the students assumed the attitude that small engine repair was only a hobby and not a true vocation. This attitude was overcome in the first week.
	18 Incarcerated students at the Massachusetts Correctional Institution at Norfolk.	*18 students completed the program and received certificates. The inmates of this population were older than in the other corrections programs and, in general, it was felt that this age difference had an effect on class attitude -- that of greater interest.

*There was no placement with corrections populations because none of the inmates were eligible for parole or for a work-release program at the time of MODEL's interaction.

Objective	Status	Disposition
2.0 Begin Operational Year	All four instructional teams are continuing their training with the five target populations and a second exposure has begun.	Additional exposure is needed in the following areas: The Small Engine Repair Laboratory to a Deaf Population, The Business Education Laboratory to a Blind Population, The Vocational Evaluation Laboratory to a Blind Population, The Distributive Education Laboratory to a Blind Population. It is expected that at the conclusion of their second year of operation, these units will have had exposure to the respective populations.
3.0 Develop Informational Film	All aerial and ground coverage shots have been completed, and a screening for the Division of Occupational Education occurred on June 12. As a result of the screening, one additional minute, emphasizing the needs of the Black Community in urban areas, was added. This resulted in additional cost. A second screening took place on June 21, and the final length was adjusted to 14 minutes and approved. The film is entitled "Coming Your Way: Mobile Occupational Development Education Laboratories" and a copy will be available for loan upon request.	The Answer Print was received on July 17, 1974, and copies of the film were delivered to Project MODEL on Aug. 2, 1974. There are three 16mm copies -- one to the Division of Occupational Education, one for use by Project MODEL, and one available for loan upon request. In addition, two portable "Super 8mm" cartridges are available for use at conferences and small group presentations; e.g., for promotional work or presenting information to potential receiving agencies.

Objective	Status	Disposition
4.0 Anticipate Second Year	MODEL's low visibility profile was lifted on January 22 at the State Board of Education meeting at Shawsheen Valley Regional Technical High School. This allowed for public exposure and publicity.	The Project has received coverage in many newspapers throughout the Commonwealth, and one article and several extracts from others are reproduced beginning on page 36. The Distributive Education Unit received coverage on WBZ-TV on the 6 o'clock news of May 27.
4.1 Develop New Brochure	A new brochure entitled "Coming Your Way ... Occupational Orientation and Career Development" was developed for the second operational year. Three companies were selected at random to revise and print the brochure, and the contract was awarded to the lowest bidder, M/R Communications.	The new brochures were delivered to Project MODEL on June 11 and a bulk mailing of nearly 2500 was completed by June 14. A breakdown of the distribution is found in Table on page 67. Many of the brochures were sent to serve only as an informational device. Only about one quarter were sent to agencies or institutions who actually serve potential target populations and, thusly, are in a position to request MODEL's services. At present 34 responses to the brochure have been received and applications for Fiscal 1975 service have been forwarded.

Objective	Status	Disposition
4.2 Develop a Policy and Procedures Manual	This manual, when completed, may be used by other agencies who are interested in establishing mobile type programs.	Development has been initiated, but the manual has not been completed due to staff involvement with other activities. As a result, a committee has been appointed to assist in the development. The manual is scheduled for completion by September.
5.0 Third Party Evaluation	Phase One of the Third Party Evaluation was performed by National Education Evaluation Services, Inc. of Chestnut Hill, Massachusetts, and was completed on January 21. The completed document was presented to the Division of Occupational Education as a part of the Fiscal 1975 Budget Mini-Proposal and to the Nashoba Valley Technical High School District Committee.	Phase Two of the evaluation concentrating on the progress of activities, is anticipated to begin in September with a completed document submitted by June of 1975.
6.0 Computer Assisted Instruction	The program was used effectively at Action for Boston Community Development in Dorchester and at the Vocational Service Center in Hyannis. Two additional terminals have been ordered.	All of the past operational problems have been rectified and remedial instruction programs will be ready for full operation as of September 1.
	Project MODEL will work closely with Project CAREER in reviewing and culling out behavioral objectives and occupational competencies.	During the summer a workshop will be conducted to cull out behavioral objectives and to familiarize the entire instructional staff with the operations of the computer system.
7.0 Plan Elementary Career Education Program	This has become a low priority. Objection was due to budgetary restrictions and also waits upon a formalized plan, if needed, for interacting with Chapter 766.	Rejected. The Replanning Stage is set for the resubmission of a proposal for interaction with Chapter 766. The anticipated date for proposal submission is in September.

Objective	Status	Disposition
8.0 Develop Propagation Proposals	Members of Project CAREER and Project MODEL met on March 15 to discuss revision of occupational competencies and programmatic objectives as they pertain to experiences in serving various target populations. The revised competencies will be used as a part of the first draft of propagation proposals for each of the general target populations served. Four proposals have been drafted and are classified as follows: The Vocational Evaluation Unit for a population of physically handicapped; The Automotive Unit for a population of correctional inmates; The Business Education Unit for a welfare population; and the Distributive Education Unit for a disadvantaged Spanish-speaking population.	The four initial proposals were begun in May. Completion is anticipated sometime in Fiscal 1975. A great deal of experience and validation of program results is necessary before an accurate proposal can be constructed. This, along with the great amount of labor necessary to complete a proposal, will retard their rapid development.
9.0 In-Service Special Needs	The second In-Service Training Course (in Blind Education) was completed on March 15. No additional programs were held due to budgetary restrictions. The video tapes of the First In-Service Training Course on Manual Communication are being edited for loan outside Project MODEL.	In-Service Training Courses will resume by October 1. An entire shipment of video tape was found to be defective, and this necessitated the return of the shipment. New tape arrived on May 15, but the process of exchange delayed editing. A majority of the tapes are now available and all the tapes will be ready by September.

SPECIAL NOTES

In light of Project MODEL's major objectives for initiating occupational education programs for special needs populations, the following schools, agencies or institutions have requested assistance because of our interaction and process:

Mass. Rehabilitation Center -- Boston	Assistance in proposing and purchasing a Vocational Evaluation Program and mobile unit.
Goodwill Industries -- Pittsfield	Purchase of Singer-Graflex Vocational Evaluation system for use in existing facilities.
Mass. Hospital School -- Canton	Purchase of Singer-Graflex Vocational Evaluation system for use in existing facilities.
Shawsheen Regional Vocational Technical High School -- Billerica	Assistance and guidance in evaluating the use of mobile units within their district. They would like to buy 2 units; one in the Vocational Area, the other in Small Engine Repair.
Mass. Correctional Institution -- Concord	Assistance in purchasing a Ken Cook Small Engine Program and a mobile unit.
Blue Hills Technical High School -- Canton	Initiated Career mobile unit. (Blue Hills has used Project MODEL's tractor trailer for moving their trailer.)
Roxbury Community College	Vocational Evaluation System
Springfield Schools (special programs)	Have proposed funding for a program similar to one in Small Engine Repair and Automotive Unit.
Action for Boston Community Development NYC -- Dorchester	Have proposed funds for a Distributive Education Program.

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The following article is reproduced to provide an indication of the type of newspaper coverage Project MODEL received during Fiscal 1974.

Sunday Cape Cod Standard-Times

Sunday Cape Cod Standard-Times, April 21, 1974

Experiment wheels onto Cape

By BILL SMITH
Sundy Editor

To Carol McGrath, the large trailer on Enterprise Road in Hyannis means the start of a meaningful career.

It could also mean a productive, and at least a more respectable, life for some 20 other Cape Codders, most of whom have mental and physical handicaps.

Mrs. McGrath has neither. She is a bright, attractive young mother of three children. Her husband is unemployed, and she has been working through Operation Mainstream at the Cape Cod Community College library. During the next 12 weeks she has a chance to learn business skills in a mobile classroom that's big on the outside, and on the inside can pass for a fully-equipped office.

The mobile classroom, one of four in Massachusetts, is sponsored by the state Department of Education's division of occupational education. The program goes by the acronym of MODEL (Mobile Occupational Development Education Laboratories), and is funded by the federal Health, Education and Welfare Department.

Because it is still in an experimental stage, the MODEL program must work within strict federal guidelines, which means the classroom staf do not always have the freedom of choice of students.

Mrs. McGrath, a woman who may be considered representative of a great number of Cape Cod residents, will be able to acquire the skills to get a job at a level considerably higher than waitressing, an occupation in which she says she's had the most experience. However, she will be one of only a few such disadvantaged (to use the administrative word) who will be admitted to the mobile school this session.

The majority of the students will be from the nearby Vocational Service Center of Cape Cod, headed by James Currie III, which is acting as host to the mobile classroom. The handicapped vocational center clients (students) will make up most of the enrollees.

"That isn't to say that other people will be turned down," said Harold Lynch of Acton, one of two teachers with the mobile unit, "but the vocational center people will be given priority."

Lynch and his wife Patricia form the staff of the school on wheels — Mrs. Lynch, whose title is teacher-coordinator, has a bachelor of science degree from Westfield State College, and is working on her Master's degree at Goddard College in Vermont. Lynch, a graduate of American International College in Springfield, has his master's degree in counselling psychology, also from Goddard.

Their mobile school is classed as the business education unit, and is equipped with a wide variety of business machines, including typewriters, adding machines, mimeograph units and, as teaching aids, an overhead projector and a video tape recorder; an in-house television system which has several uses.

The other trailers serve other facets of the job market, each in areas of a particular need. The distributive education (merchandising) unit is in Dorchester, the automotive and small engine repair unit is at the Concord Reformatory, and the evaluation and reading laboratory is at the Norfolk Prison Colony in Norfolk. The project's headquarters is in Chelmsford.

The target populations for the first two years of MODEL's operation (1973-1974) are to be located in economically disadvantaged

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Start of an experiment

Shortly after they arrived in Hyannis with their mobile classroom, MODEL staffers Harold and Patricia Lynch of Acton go over the curriculum for their 12-week stay on the Cape. The federally-funded project will cover the major employment problem areas of Massachusetts. (Staff Photo by Bill Smith)

areas, in institutions for the mentally and physically handicapped, and in correctional institutions.

The mobile occupational skill training facilities will move into community or institutions providing opportunities for students to experience success through the development of tangible abilities in this environment A variety of self-instructive work tasks are used as a screening device in order to determine the interests, aptitudes and abilities of an individual.

On the road in 1973, Project MODEL, in concert with receiving agencies, will begin its role as an alternate delivery system for career development.

Students involve themselves in the simulated work environment and receive job entry-skill training through individualized instruction. At completion of their course of study, each student will receive a certificate verifying the skills they have mastered.

Because the MODEL project is still experimental, certain fields of need must be explored, by directive of HEW.One of these is the potential of training the mentally and physically handicapped to do things more meaningful than making candles and plastic souvenirs. The Hyannis location was chosen on invitation of Currie and the Vocational Service Center.

At some point, the trailer-schools will have served in all — or at least most — of the state's problem areas.

The job of the teaching staff is not limited to the classroom. "We don't have a job developer on the staff," Lynch said, " so we're forced to be dependent on DES (Department of Employment Security) for in formation onwork possibilities, because the people who enroll in these courses don't have the funds to go to private employment agencies. Part o f our task is dig up job opportunities."

Lynch describes the program as three pronged — screening (for applicants), skill training, and placement.

'But we're experimental, and — while it may sound a little inhuman—it's more important now that we work with the population than place them." Nevertheless, they will try for job placements for their successful graduates.

One of these will almost certainly be Carol McGrath, who said she's excited about the course, which begins its program on a formal basis tomorrow and runs for 12 weeks.

"I's a very pleasant situation here," said the young woman, who wants to be a secretary-receptionist. "I makes you feel good about yourself."

In addition to this article in the Sunday Cape Cod Standard-Times, other articles appeared in newspapers throughout the Commonwealth. Some were less comprehensive and others were comparable in scope. The excerpts and quotes which follow are not reproduced as a further example of news coverage, but as a representation of the reactions to Project MODEL.

Cape Cod Standard-Time 4/17/74

> "The Vocational Service Center of Cape Cod Inc. welcomes Project MODEL: mobile occupational development education laboratories: a first on Cape Cod for retarded and handicapped citizens to experience success through career development providing job-entry level skills ...
>
> Welcome Project MODEL!"
>
> James L. Currie III
> Coordinator of Programs and Services
> Liaison, Project MODEL

The Salem, Mass. Evening News, 3/27/73

> The director of career education at Salem High School, Robert L. Pesce, ... has already begun to see the results of the program.
>
> He said that 2 or 3 of the students have been placed in jobs primarily as a result of the skills which they mastered through this program ...
>
> And even before this trailer pulled out of the school yard, Mr. Pesce was already trying to schedule the other 3 trailers involved in the program ...

The Daily News, Northampton, 6/28/73

Deputy Jail Master Merton Burt summarized the feelings of local correctional officials here at ceremonies Wednesday noting,

"I've seen a lot of things come to the jail for rehabilitation purposes. A lot of it has been phony."

"This is real," he said. "I am very proud of the graduates...."

Miss Cornelia Cronin, Director of Correctional Services, noted that area correctional officials have been looking for something like this for a long time. This is the first time a short-term program offering good tangible skills has been available so that inmates can ready themselves to compete for a job on the street. We have an application in for another unit."

Springfield Daily News, 6/8/73

To say House of Correction officials here are pleased with the program would be an understatement....."

Commenting on the program, Dr. Warzecha said, "It's going to take some time for us to build credibility." But based on the reaction of House of Correction officials here, that need not be a fear.

PART II

FISCAL YEAR 1975

(Summer Workshop Synopsis)

(Proposed Schedule for Mobile Units)

INTRODUCTION

Since at the writing of this report Project MODEL's Summer Workshop is not only completely planned but in full operation, and since a projected schedule for the mobile units for Fiscal 1975 is very nearly complete, both have been included in the body of this report. They should clearly indicate present staff involvement and the Project's intended involvement with special needs populations in the coming year.

SUMMER WORKSHOP SUMMARY

The summer workshop is a vital link between the In-Service Operations of Fiscal 1974 and those of Fiscal 1975. Much of the summer's activity will determine, if not how successful the Project is in Fiscal 1975, at least how smoothly operations will run.

Part of the workshop will be devoted to interior and exterior maintenance of the mobile units. After a sustained and grueling year of service, this activity is necessary to insure a minimum of equipment malfunction in the next ten months. For some of the staff members, this maintenance workshop will be a review, but for new members it should be a valuable experience. Many representatives from the manufacturers and distributors of the various kinds of equipment found in the mobile units will be on hand to instruct the staff on proper methods of upkeep and repair. The teaching staff will also thoroughly clean their

respective units and remove any unused or obsolete equipment.

The early summer activities will also include a review of the usage and operation of all Audio/Visual equipment as they relate to instruction.

Perhaps the most important undertaking will be the computerization of Project MODEL's instructional programs. The instructional staff will work closely with staff members from Project CAREER who will provide necessary information concerning the writing of behavioral objectives and their eventual implementation. Sometime in August Project MODEL hopes to have computerized information which will describe each of its four instructional programs. This will not only facilitate the analyses of program results on the part of the instructional staff and the reporting of those results, but it will also provide students with a list of vocational competencies which can accompany them to interviews with prospective employers. They will be a clear indication of exactly what the student can do after his or her interaction with MODEL.

The summer's activities will culminate in a workshop on August 14 for the Division of Occupational Education which will be held at Nashoba Valley Technical High School. It will be an all-day affair which will include a viewing of the Project's new informational film, "Coming Your Way," a tour of the four mobile units, and remarks

from the Director of Project MODEL, Dr. Everett R. Warzecha, and from representatives from the Massachusetts Rehabilitation Commission, the Division of Employment Security, the Department of Corrections, the Department of Mental Health, and from various receiving agencies. Project MODEL will also provide a luncheon. By the end of the workshop it is hoped that the individuals in attendance will have a clear understanding of what Project MODEL is, what it does, and what it hopes to do.

PROJECTION FOR FISCAL YEAR 1975

At the conclusion of Fiscal 1974, the four mobile units had not completed exposure to all special needs populations. For example, the Small Engine Unit needs exposure to a deaf population and the other three units need exposure to blind populations. With this in mind, the schedule for Fiscal 1975 is designed to account for this needed exposure. Of course, there will be continued exposure to mentally retarded populations, populations with physical handicaps other than the ones where exposure is still lacking, disadvantaged populations and corrections populations, both county and MCI.

Breakdown of Projected Unit Interaction by Target Populations
For Fiscal 1975

Vocational Evaluation and Reading Diagnosis

Mentally Retarded	Physically Handicapped	Disadvantaged	Corrections
Oct. 31 - Nov. 29 (Location not yet determined)	Sept. 30 - Oct. 31 Project SEAM in North Reading	Sept. 2 - Sept. 30 So. Middlesex Opp. Council, Framingham, Black and Spanish speaking	Jan. 7 - Jan. 31 Corrections, County (Location not yet determined)
Mar. 28 - Apr. 25 (Location not yet determined)	Feb. 28 - March 28 Deaf, (Location not yet determined)	Nov. 29 - Dec. 27 Project EDCO, Cambridge, Disadvantaged	May 30 - June 30 Corrections MCI (Location not yet determined)
	May 5 - May 30 Blind, (Location not yet determined)	Jan. 31 - Feb. 28 Dept. of Employment Security, East Boston	

TOTALS -- 2 mentally retarded populations, 3 physically handicapped, 3 disadvantaged, 2 corrections = 10 programs.

Small Engine Repair

Mentally Retarded	Physically Handicapped	Disadvantaged	Corrections
Jan 10 - Feb. 14 (Location not yet determined)	Mar. 13 - May 16 (Location not yet determined)	Nov. 8 - Jan. 10 Lynn Economic Opportunity, Lynn, Mixed Disadvantaged	Sept. 2 - Nov. 8 Corrections, County, Plymouth
			May 16 - June 30 Corrections MCI, (Location not yet determined) 6 weeks

TOTALS -- 1 mentally retarded population, 1 physically handicapped, 1 disadvantaged, 2 corrections = 5 programs

Distributive Education

Mentally Retarded	Physically Handicapped	Disadvantaged	Corrections
April 25 ----------June 30 Blind or Mentally Retarded (Location not yet determined)	Nov. 22 - Feb. 7 Rehab. Center of Worcester County, Worcester	Sept. 2 - Nov. 22 Model Cities, Fall River, Black, Spanish, Portugese	Feb. 7 - Apr. 25 Corrections, MCI Bridgewater

TOTALS -- 1 mentally or 2 physically handicapped populations, 1 disadvantaged, 1 corrections = 4 programs

Business Education

Mentally Retarded	Physically Handicapped	Disadvantaged	Corrections
	Mar. 17 - June 13 (Location not yet determined)	Dec. 6 - Mar. 27 Hampshire Community Action Program, Northampton, Migrant Camp Workers	Sept. 9 - Dec. 6 Corrections, County, Worcester County Jail, West Boylston

TOTALS -- 1 physically handicapped population, 1 disadvantaged, 1 corrections = 3 programs

GRAND TOTAL For Project

3 or 4	mentally retarded populations
6 or 7	physically handicapped populations
6	disadvantaged populations
6	corrections populations
22	isolated and diversified populations to be served during Fiscal Year 1975

July 9, a.m.

Unit Set-Up

Instructional staff to report to Nashoba Valley Technical High School and set up their respective units as if they were "on location." This will help workshop start out with semblance of order.

July 9, p.m.

Staff Meeting

To be held to cover any questions or changes pertaining to the workshop. Also normal agenda items.

July 10, all day

Maintenance Workshop

Designed to give entire staff a basic knowledge of maintaining the mobile units. Interior and exterior maintenance to be covered by manufacturers and distributors. Actual maintenance situations to be covered.

July 11, all day

Unit Clean-Up

Staff to thoroughly clean their respective units. Unused equipment to be traded in or distributed elsewhere.

July 12, all day

Audio/Visual Equipment Workshop

To include a complete review of the usage and operating procedures of all the Audio/Visual in the mobile units. Several consultants to speak on specific and unique usage of all Audio/Visual equipment as it relates to instruction.

July 15, all day

Individual Program Workshop

To be held with staff in their respective units. Representatives from companies which are major suppliers to each program to spend the day with each Teacher/Coordinator and Teacher/Alternate in their units. The following people will attend:

Small Engine	-	Ken Cook Representative
Business Education	-	Automated Instruction Representative
Distributive Education	-	Wayne Harrison
Vocational Evaluation	-	Singer/Graflex Representative, Wisc.

July 16, all day

Project CAREER Workshop

To be first of three-day workshop and the heart of the summer activities. Staff members from Project CAREER to begin orientation to the understanding and implementation of:

1. Behavioral Objective Writing
2. Task Outline Understanding
3. Appending Instructional Information

This information to be the nucleus of Project MODEL's computerization.

July 17, all day

Project CAREER Workshop

Purpose is to illustrate the sequencing and packaging of the data (behavioral objectives) as this pertains to the respective programs. Project CAREER staff members to supply active assistance in actual objective writing.

July 18, all day

Project CAREER Review

Purpose is to ensure an understanding of the previous two days of information. To be last in-depth visit by CAREER.

July 19, all day

Orientation to Instructional Technology

A consultant with expertise in this field to outline the following week's activities as they pertain to Instructional Technology and MODEL's programs.

First day to be used to determine avenues of instruction which will best suit MODEL's purposes, including corresponding competencies and behavioral objectives.

July 22-26, all day

Instructional Technology Workshop

These days to be used in a joint staff effort to efficiently instructionalize each individual program. A consultant to be on hand the entire week to assist and advise Project MODEL instructional staff.

First part of week to involve group sessions with gradual transition to individual attention as the week progresses.

July 29 - August 9, all day

Curriculum Development Workshop Weeks

This time to be used in uninterrupted curriculum development and computerization by Teacher/Coordinators and Teacher/Alternates. Assistance to be available when needed.

August 12, 13, all day

Prepare for Division Workshop

These days to be used for final planning for the Division of Occupational Education Workshop to be held at Nashoba Valley Technical High School and sponsored by the Project. Teachers to assist in setting up the school to accommodate approximately 150 guests, the number expected to attend.

The units to be in best condition possible for the tour which is to be part of the workshop.

August 14, all day

Division Workshop

To be an all-day affair with the morning and afternoon agenda punctuated by a luncheon in the school cafeteria. The day to include a general assembly with remarks from the Project Director, the Massachusetts Rehabilitation Commission, the Division of Employment Security, the Department of Corrections, the Department of Mental Health, and other receiving agencies.

August 15, all day

Individual Unit Breakdown

Units to be completely broken down and readied for moves. All units to be inspected by Assistant Director.

August 16, all day

Workshop Review

Entire day to be used in review of all the summer's happenings. Also to include August Staff Meeting.

August 19-23

Computer Workshop Week

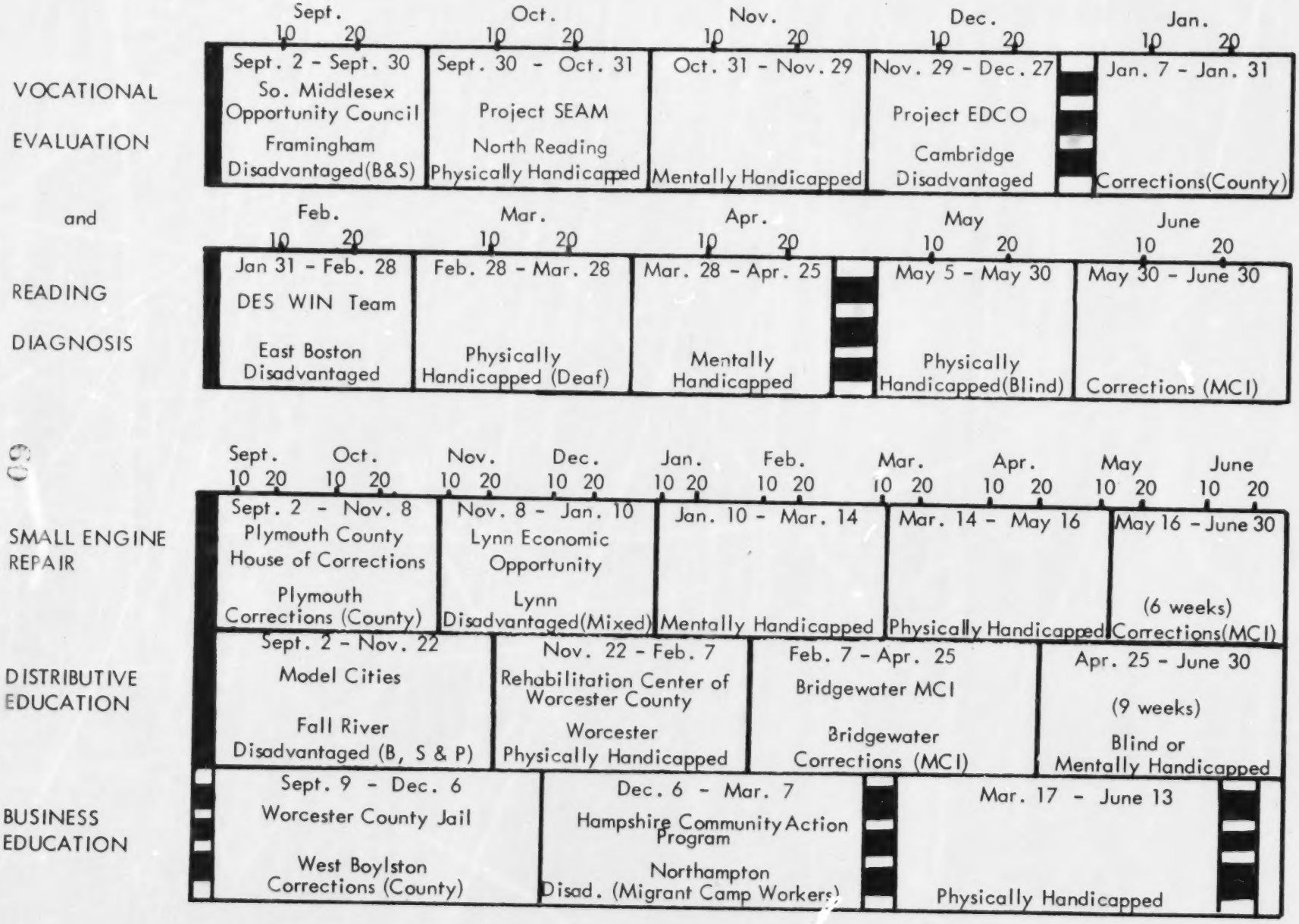
Summer's work to come to fruition. To be held in Nashoba's computer room, and staff to be shown how to input and to obtain output using the TTY. Printouts to reflect competencies and behavioral objectives of the four mobile programs.

Other computer aspects also to be covered this week.

August 26 - September 3

Teachers to be on vacation.
Units to be moved to fall locations during this week.

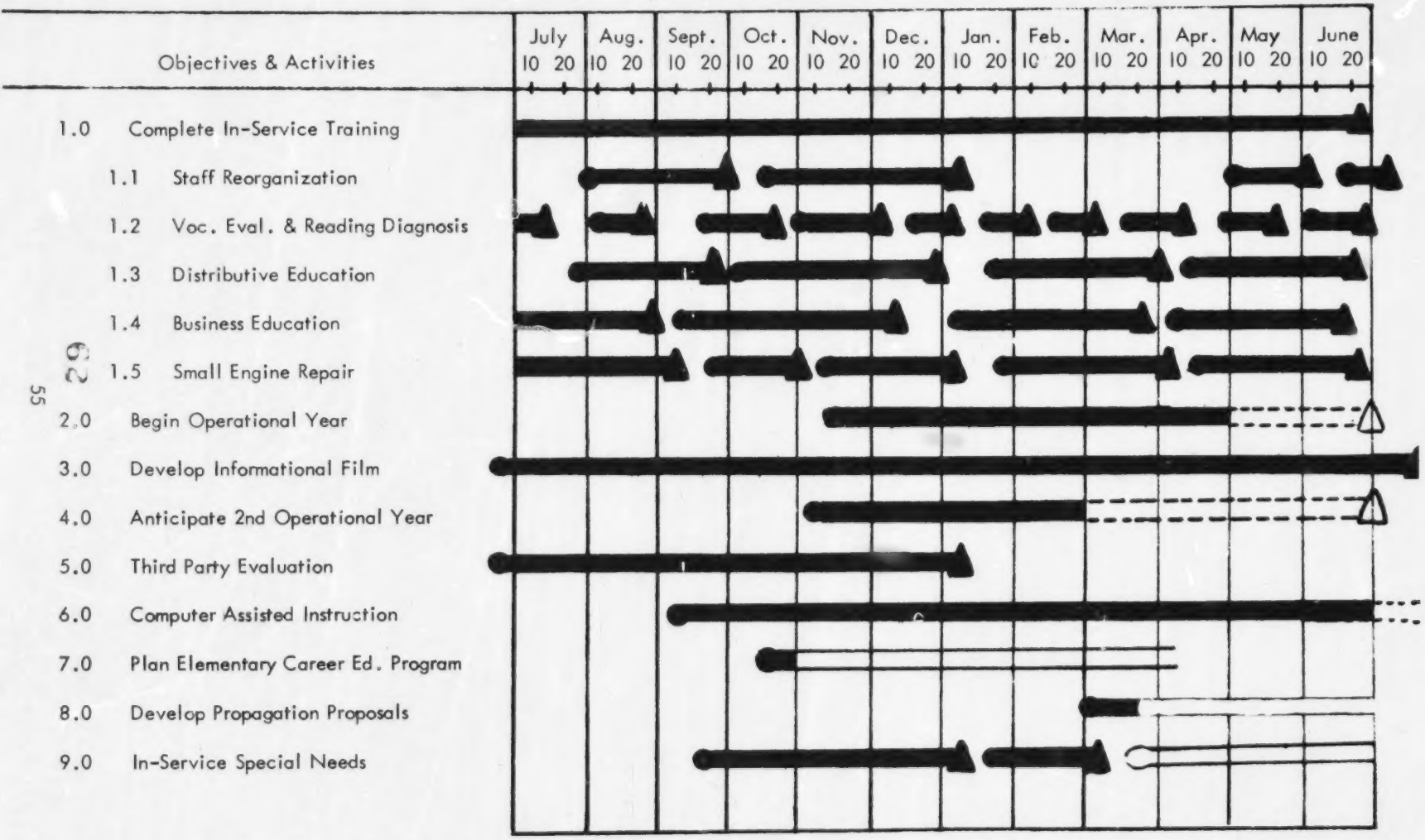
PROPOSED SCHEDULE FOR FY'75



FIGURES AND TABLES

Milestone Report
Objectives and Activities thru June 30, 1974

Figure 1



Note: Colored portion of bar indicates percent of activity completed to date.

ORGANIZATIONAL CHART
July 10, 1974

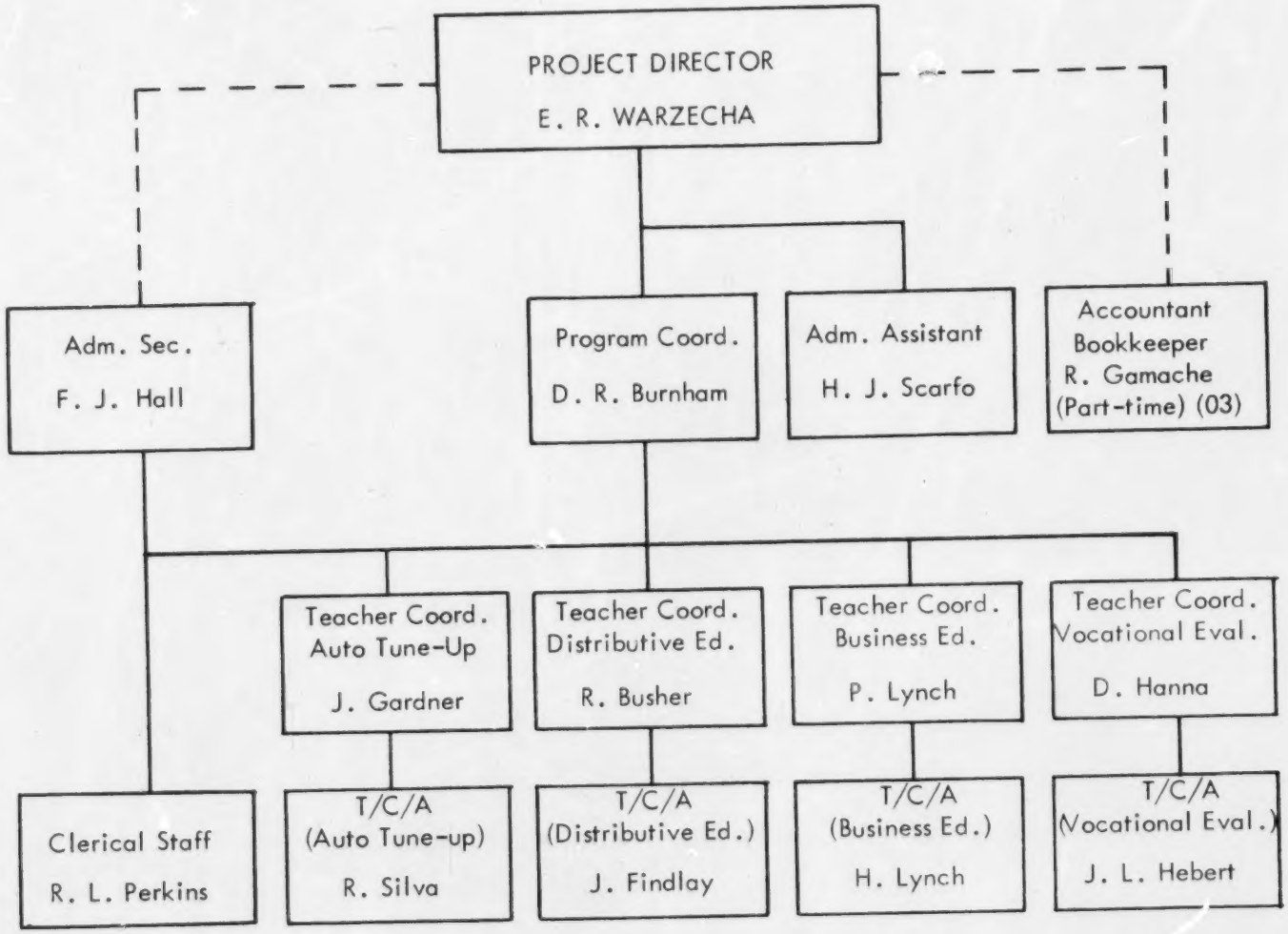
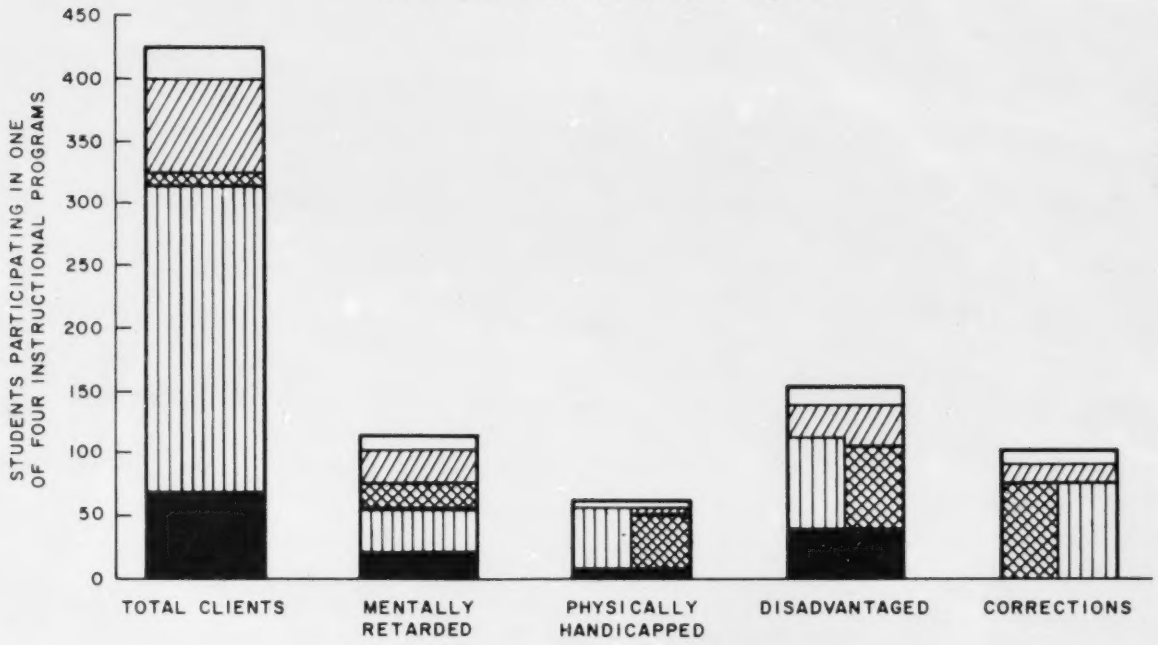
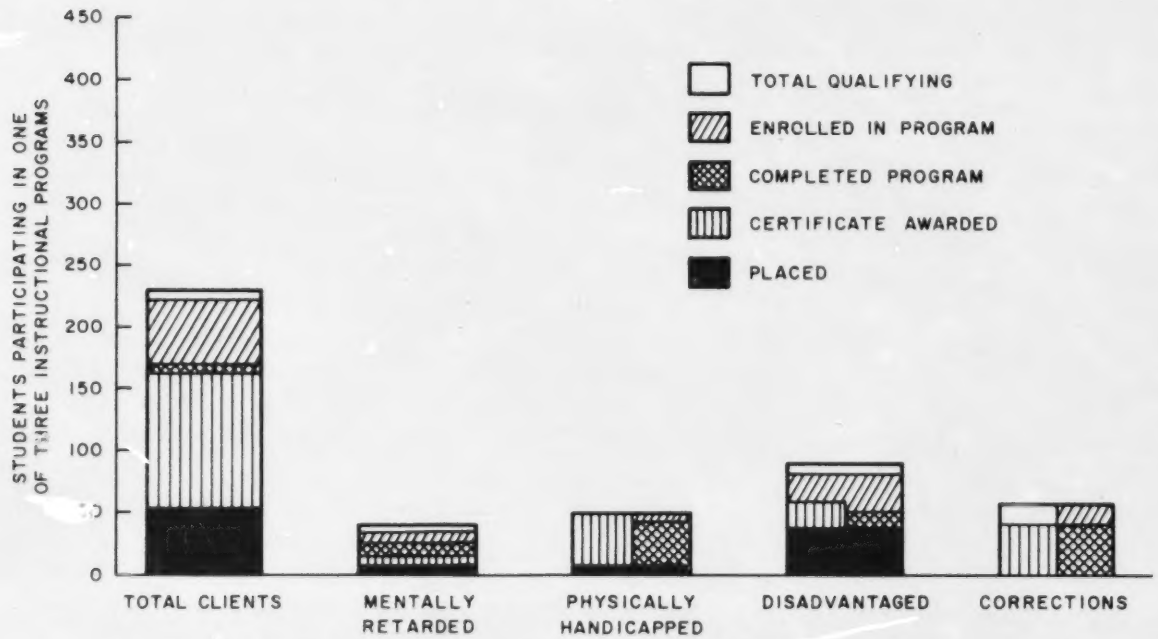


Figure 2

SYNOPSIS OF STUDENT PARTICIPATION IN PROGRAM
JULY 1, 1973 THROUGH JUNE 30, 1974



STUDENT PARTICIPATION IN ALL FOUR UNITS



STUDENT PARTICIPATION IN THE THREE SKILL UNITS
(SMALL ENGINE, BUSINESS, DISTRIBUTIVE ED.)

FIG. 3

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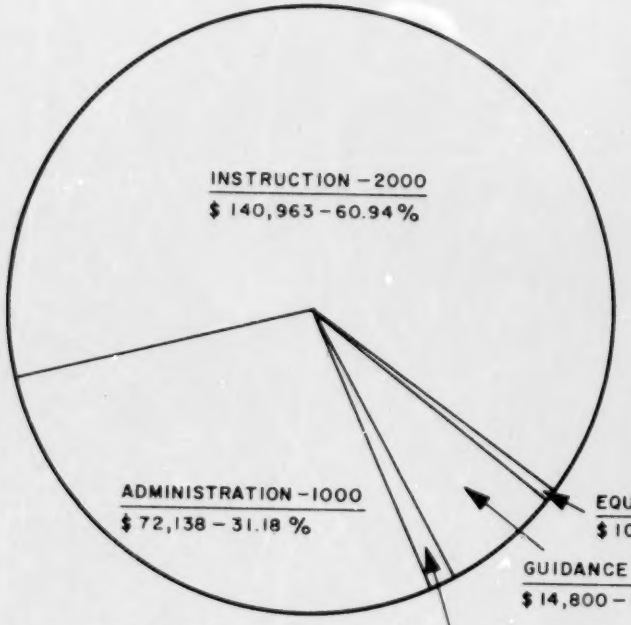
PROJECT MODEL

(D-18873)
FY 1974 BUDGET
COMBINING PARTS 102b, PART B'73, AND PART B'74
(AS REVISED 3/30/74)

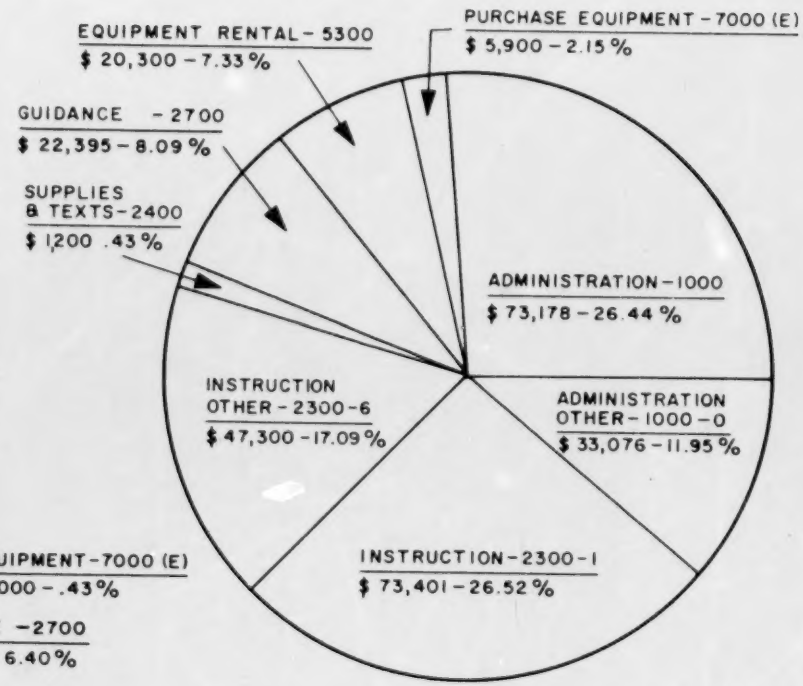


ACCOUNT NO.	CATEGORY
1000	OPERATIONAL
2000	INSTRUCTIONAL
2400	INSTRUCTIONAL
2700	INSTRUCTIONAL
7000 (E)	INSTRUCTIONAL

OPERATIONAL – $ 50,978
= 22.04 %

INSTRUCTIONAL – $ 180,323
= 77.96 %

(D-5075)
ESTIMATED FY 75 BUDGET
COMBINING PARTS B AND 102b


EQUIPMENT RENTAL – 5300
$ 20,300 – 7.33 %
PURCHASE EQUIPMENT – 7000 (E)
$ 5,900 – 2.15 %
GUIDANCE – 2700
$ 22,395 – 8.09 %
SUPPLIES & TEXTS – 2400
$ 1,200 .43 %
ADMINISTRATION – 1000
$ 73,178 – 26.44 %
INSTRUCTION OTHER – 2300 – 6
$ 47,300 – 17.09 %
ADMINISTRATION OTHER – 1000 – 0
$ 33,076 – 11.95 %
INSTRUCTION – 2300 – 1
$ 73,401 – 26.52 %

ACCOUNT NO.	CATEGORY
1000	OPERATIONAL
1000 – 0	OPERATIONAL
2300 – 1	INSTRUCTIONAL
2300 – 6	INSTRUCTIONAL
2400	INSTRUCTIONAL
2700	INSTRUCTIONAL
5300	INSTRUCTIONAL
7000	INSTRUCTIONAL

OPERATIONAL – $ 106,254
= 38.40 %

INSTRUCTIONAL – $ 170,496
= 61.60 %

FIG. 4

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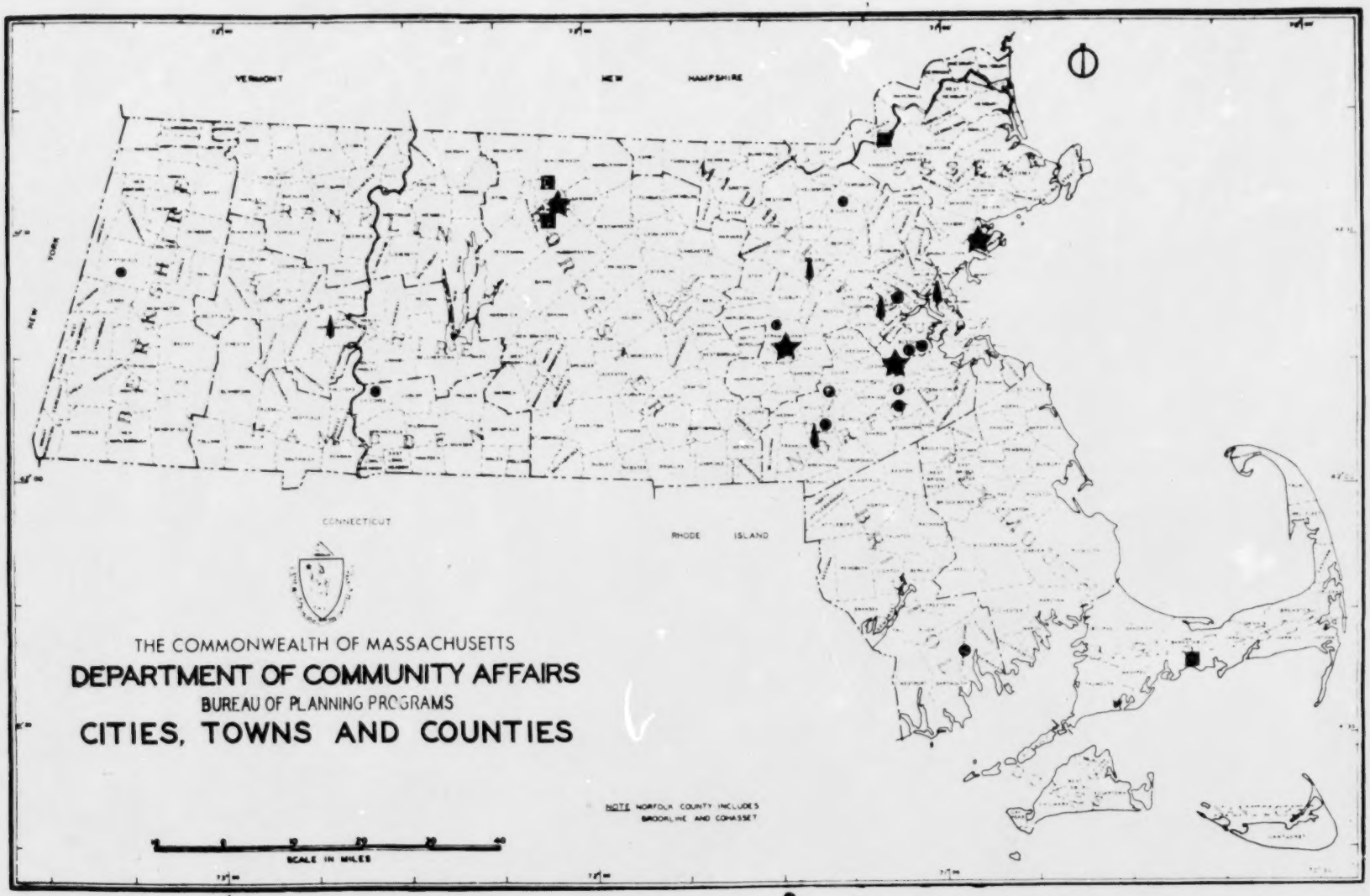

Figure 5

POSITION DESCRIPTION

TITLE: Administrative Assistant

RESPONSIBILITY: Assist the Project Director in the effective coordination of Administrative operations and in documenting the results of those efforts. He will work closely with the Assistant Project Director in all related placement activities.

QUALIFICATIONS: Hold an earned Baccalaureate Degree from an accredited four-year college, be in pursuit of or hold a Masters Degree in Education or Business Administration and have previous administrative experience in a Vocational Education environment. Included within, the incumbent shall document particular experience with at least one of the four major populations serving the Handicapped and Disadvantaged.

The individual must possess the ability to write and interpret comprehensive reports on Educational Programs, have experience in public relations, and have the necessary charisma to communicate effectively.

Duties shall include, but not be limited to, the following:

(1) Research and development of Propagation proposals for each of the four mobile classrooms and each of the five target populations.

(2) Interpret and qualify the results of each instructional interaction with Receiving Agencies for use in propagation proposals.

(3) Assist the Project Director in the preparation of Administrative documents; i.e., Quarterly Reports, Annual Reports, Funding Documents, Job Descriptions, Policy Statements and Proposal Guidelines.

(4) Assist in the placement and follow-up of clients with Receiving Agencies.

(5) Write specifications and bid procedures for purchase of equipment and expedite purchases.

(6) Maintain inventory records for tracking, follow-up, insurance and control.

(7) Coordinate effective computer utilization for instructional and administrative needs.

(8) Coordinate the public relations of the project including interaction with media, brochure development and photography.

(9) Responsible for maintenance and repair of equipment, including the transporting and housing of the tractor.

(10) Organize and revise all internal record keeping, documents and procedures.

TABLE 1

STUDENT BREAKDOWN

	DATES	HANDICAPPED	DISADVANTAGED	QUALIFIED	ENROLLED	COMPLETED	CERTIFICATE	PLACED
AUTOMOTIVE & SMALL ENGINE REPAIR								
Chelsea	7/2/73 - 9/11/73	3	10	13	13	8	8	4
Hampshire	9/11/73 - 11/5/73	0	16	16	16	8	8	0
Perkins S.F.B.	11/5/73 - 1/3/74	15	0	15	15	14	14	0
Concord MCI	2/25/74 - 4/22/74	0	22	22	22	18	18	0
Norfolk	4/22/74 - 6/20/74	0	18	18	18	18	18	0
TOTAL		18	66	84	84	66	66	4
BUSINESS EDUCATION								
Fernald School	6/22/73 - 9/13/73	15	0	15	15	11	0	0
Protestant Y.C.	9/13/73 - 1/8/74	0	18	18	18	7	7	0
Dept. of Emp. Sec.	1/8/74 - 4/11/74	0	19	19	19	9	17	15
V.S.C.	4/11/74 - 6/19/74	17	6	23	23	19	17	18
TOTAL		32	43	75	75	46	41	33
DISTRIBUTIVE EDUCATION								
Fernald School	7/27/73 - 10/1/73	9	0	9	7	6	6	0
NSCAP	10/2/73 - 1/22/74	0	12	12	12	9	9	6
Framingham LCD	1/22/74 - 4/8/74	26	0	26	26	26	26	0
ABCD	4/9/74 - 6/18/74	0	23	23	18	14	15	11
TOTAL		35	35	70	63	55	56	17

TABLE 1 (Cont'd)

STUDENT BREAKDOWN

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VOCATIONAL EVALUATION	DATES	HANDICAPPED	DISADVANTAGED	QUALIFIED	ENROLLED	COMPLETED	CERTIFICATE	PLACED
Pittsfield	6/18/73 - 7/16/73	17	0	17	16	12	14	1
New Bedford	8/3/73 - 9/5/73	10	0	10	9	8	0	0
Framingham	10/3/73 - 10/29/73	9	0	9	9	9	9	0
Mass. Hospital 1.	10/29/73 - 12/6/73	12	0	12	12	12	12	0
Mass. Hospital 2.	10/29/73 - 12/6/73	13	0	13	13	13	13	0
Sunshine Village	12/6/73 - 12/21/73	11	0	11	11	10	10	0
Billerica	1/23/74 - 2/14/74	0	16	16	16	15	15	0
ABCD 1.	2/14/74 - 3/28/74	0	16	16	13	13	13	0
ABCD 2.	2/14/74 - 3/28/74	0	18	18	15	14	14	0
Norfolk	3/28/74 - 4/17/74	0	32	32	21	20	20	0
Medfield S.H.	5/1/74 - 6/4/74	26	0	26	26	17	17	12
Tobin School	6/5/74 - 6/25/74	15	2	17	17	15	15	0
TOTAL		113	84	197	179	158	152	13
GRAND TOTAL		198	228	426	400	325	315	67

TABLE 2

PROJECT MODEL FINANCIAL STATUS

12 Month Audit July 1, 1973 to June 30, 1974

Funding Source			1000	2000	2400	2700	7000 (E)
102 b	Budget	$166,000	$64,260	$100,740	$	$	$1,000
	Expended	161,492	60,318	100,642			532
	Balance	$ 4,508	$ 3,942	$ 98			$ 468
'73 Part B	Budget	$ 40,000	$ 7,400	$ 15,311	$2,400	$14,889	
	Expended	39,283	7,400	14,857	2,137	14,889	
	Balance	$ 717	$ -0-	$ 454	$ 263	$ -0-	
'74 Part B	Budget	$ 25,301		$ 25,301			
	Expended	16,160		16,160			
	Balance	$ 9,141		$ 9,141			
Total	Budget	$231,301	$71,660	$141,352	$2,400	$14,889	$1,000
	Expended	216,935	67,718	131,659	2,137	14,889	532
	Balance	$ 14,366	$ 3,942	$ 9,693	$ 263	$ -0-	$ 468
Other Encumbrances Prior to June 30		11,892	3,942	7,219	263	-0-	468
*Remaining Unencumbered Funds		$ 2,474	$ -0-	$ 2,474	$ -0-	$ -0-	$ -0-
% of Allocation Remaining		1.1	0	1.8	0	0	0

* Formal request of notification and request for extension was presented to the Associate Commissioner in a letter dated June 21, 1974.

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TABLE 3

STATE _____
DATE _____

SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED, BY NUMBER OF PERSONNEL INSOLVED, STUDENTS SERVED, AND COST OF SERVICES

ENROLLMENT (UNDUPLICATED COUNT, SECTION 102(B) FOR FY 73+74 ___x___ / ___x___

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
INSTRUCTIONAL SERVICES			
VOCATIONAL EDUCATION INSTRUCTORS			
FULL TIME	3	153	35,714.04
PART TIME			
BASIC EDUCATION TEACHERS			
FULL TIME			
PART TIME			
READERS/INTERPRETERS			
FOR BILINGUAL STUDENTS	1/4	12	4,433.67
FOR BLIND STUDENTS			
FOR DEAF STUDENTS	1/4	35	1,589.00
FOR OTHER STUDENTS (SPECIFY)			
REMEDIAL TEACHERS/THERAPISTS	1	89	11,385.50
INSTRUCTIONAL AIDS/TUTORS	4	111	21,561.69
INSTRUCTIONAL MATERIALS		---	4,500.00
EDUCATIONAL TESTING AND DIAGNOSIS			
EXTENDED SCHOOL DAY/WEEK/TERM			
FACULTY (EXTENDED OR OVERTIME)	--	---	5,904.28
FACILITIES (ADDITIONAL COSTS)			
OTHER INSTRUCTIONAL SERVICES 1.	--	---	400.00
TOTAL COST			
SUPPORTIVE SERVICES			
GUIDANCE AND COUNSELING			
WORK PERFORMANCE EVALUATION/FOLLOWUP	--	---	900.00
SOCIAL WORK & FAMILY INVOLVEMENT			
MOBILE UNITS (NO. OF UNITS 4) 2.	1/4	---	3,400.00
TRANSPORTATION	--	---	18,581.52
FIELD TRIPS & OTHER SPECIAL ACTIVITIES	--	---	1,000.00
OTHER SUPPORTIVE SERVICES 3.	--	---	1,230.35
TOTAL COST			
FACILITIES AND EQUIPMENT			
SPACE RENTAL OR PRORATED COSTS		---	7,400.00
MODIFICATION OF FACILITIES 4.		---	1,000.00
VOCATIONAL PROGRAM EQUIPMENT		---	1,000.00
MODIFICATION OF EQUIPMENT		---	275.00
FACILITIES MAINTENANCE COSTS			1,300.00
OTHER FACILITIES & EQUIPMENT		---	592.65
TOTAL COST			

TABLE 3 (Cont'd)

SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED BY NUMBER OF PERSONNEL INVOLVED, STUDENTS SERVED AND COST OF SERVICE

ENROLLMENT (UNDUPLICATED COUNT) SECTION 102(B) X
PART B, 73+74 X

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST
RECRUITMENT & ENROLLMENT			
PROMOTIONAL MATERIAL, ADVERTISING, ETC. 5.			9,875.00
IDENTIFICATION OF STUDENTS			
DATA COLLECTION AND ANALYSIS	--		3,600.00
ENLISTING AND MAINTAINING COMMUNITY SUPPORT			
OTHER RECRUITMENT & ENROLLMENT			
TOTAL COST			
JOB PLACEMENT & FOLLOWUP			
COMMUNITY & EMPLOYER SURVEYS			
LABOR UNION LIAISON	--	---	60.00
ADDITIONAL STAFF			
OTHER JOB PLACEMENT & FOLLOWUP 6.	--	---	4,900.00
TOTAL COST			
INDIRECT COSTS ESSENTIAL TO PROGRAM			
ADMINISTRATION AND SUPERVISION (ITEMIZE)	5	---	54,431.70
CURRICULUM DEVELOPMENT (ITEMIZE)			
CONSULTANTS (ITEMIZE)	1		13,466.60
TEACHER TRAINING (ITEMIZE) 7.	1/4		6,300.00
OTHER INDIRECT COSTS 8.			11,300.00
TOTAL COSTS			
OTHER EXPENDITURES (ITEMIZE) 9.	--	---	5,200.00
GRAND TOTAL COST			231,301.00

(Total Students Enrolled: 400)

1. Equipment maintenance
2. Unit Transportation and Tractor maintenance
3. Stationary & Postage
4. Safety Equipment
5. Printing included
6. Travel
7. In-service Training for teachers
8. Insurance for Facilities & Personnel
9. Telephone Service -- Mobile Units & Office

TABLE 4

BREAKDOWN OF BROCHURE RECIPIENTS

Potential Receiving Agencies	Number of Brochures	
Self-Help and Professional Organizations	64	
Mental Health Centers	40	
Division of Employment Security	28	
Mayors	40	
Community Action Programs	28	
Private School Programs	27	
Administrators	81	
Chairmen, Board of Selectmen	311	
Correctional Institutions	23	
TOTAL		646
Informational Recipients		
State Representatives	240	
State Senators	40	
Superintendents of Schools by District	327	
Commission Members	8	
Department of Education	98	
Members of Board Agenda List	70	
Vocational Schools	105	
Special Education Directors	232	
Advisory Council on Vocational Technical Education	25	
Massachusetts Rehabilitation Commission	17	
Division of Youth Services	14	
Project MODEL Advisory Committee	10	
Board of Education	10	
Projects CEDIS, MISOE, CAREER	150	
U.S. Department of Education	200	
Edu-Systems	200	
Career Education Training Center	30	
Other	25	
TOTAL		1801
GRAND TOTAL		2447

TABLE 5

INDEX TO INVENTORY AND EQUIPMENT PURCHASES

Mobile Unit	Identification Number	Teacher-Coordinator
Automotive & Small Engine Repair Unit	71015	James Gardner
Business Education Unit	71016	Patricia Lynch
Distributive Education Unit	71017	Robert Busher
Reading Diagnosis and Evaluation Unit	71018	Diane Hanna, Lenny Hebert

	Inventory Identification Number
Office	00001-00099 + 00500-00599 + 1000-1099 + 1500-1599
Automotive & Small Engine Repair Unit	00100-00199 + 00600-00699 + 1100-1199 + 1600-1699
Distributive Education Unit	00200-00299 + 00700-00799 + 1200-1299 + 1700-1799
Business Education Unit	00300-00399 + 00800-00899 + 1300-1399 + 1800-1899
Reading Diagnosis and Evaluation Unit	00400-00499 + 00900-00999 + 1400-1499 + 1900-1999

TABLE 6

FUNDING AND SURPLUS EQUIPMENT SOURCES IDENTIFICATION

Funding Source	Description	Funding Code
PL 90-576 Part B Disadvantaged Part B Handicapped	Original Turnkey Package for four (4) Mobile Laboratories ($87,000-Disadvan.) ($91,000-Handi.) Funds Expended by 6/30/72 $178,000	1
PL 90-576 Part C Research	Funds encumbered by 6/30/72 - $16,526	2
PL 90-576 Part B Disadvantaged	Funds encumbered by 6/30/73 - $166,384	3
NES - Northern Educational Services, Inc.	Aborted Program (TV Equipment)	4
DYS - Department of Youth Services	Aborted Program (Furniture, Office Supplies, Instructional Equipment, Typewriters, Books, etc.)	5
PL 90-576 Part B Disadvantaged	For operational and FY'74 encumbered by 6/30/74 - $40,000	6
PL 90-576 Part 102.b Disadvantaged	For operational and FY'74 encumbered by 6/30/74 - $166,000	7
PL 90-576 Part B Disadvantaged	For operational and FY'74 encumbered by 6/30/75 - $25,301	8
PL 90-576 Part B + 102.b	For operational and FY'75 Funds encumbered prior to 6/30/76 - $276,750	9
ECTS - Essex County Training School	Aborted Program (Automotive Equipment - 6 pieces)	10

ABSTRACT OF THE 2ND ANNUAL REPORT

Mobile Occupational Development Education Laboratories

July 1974

This document is an abbreviated accounting of the activities completed by the staff of Project MODEL during its first in-service year, July 1, 1973 through June 30, 1974. Complete reports of all activities are on file at Project MODEL, 173 Chelmsford Street, Chelmsford, Massachusetts 01824, under the auspices of the Project Director, Dr. Everett R. Warzecha. Microfiche copies of all these documents developed by the Project will be available through Project CEDIS, 117 Perry Street, Lowell, Massachusetts 01852.

Project MODEL was designed as an experimental program to help develop in-house, on-going programs in institutions and agencies which serve the handicapped and disadvantaged. Four mobile laboratories, staffed with teachers and aides, deliver an alternative system of Audio/Visual, self-paced, individualized instruction which provides the stimuli for learning experiences involving personal interaction, exposure, training, and evaluation.

The four classrooms are multi-functional providing in-depth, work-simulated experiences in automotive tune-up and small engine repair, typewriting and office machines skills, hotel/motel front desk services, supermarket cashier-checker and retail sales, and vocational evaluation and reading diagnosis. These Learning Laboratories measure 12 feet by 60 feet, weigh up to 20 tons, are attractive and conducive to learning, and are structurally sound for safe and extended travel virtually anywhere in the Commonwealth.

In planning for Fiscal 1974 Project MODEL developed nine major objectives. These objectives and their status are as follows:

1.0	Complete In-Service Training (Sub-divided as follows:)	First exposure to target populations completed as of June, 1974.
1.1	Staff Reorganization	Completely staffed as of July 3, 1974.
1.11	Replace Distributive Education Teacher/ Coordinator	Position filled early June 1974. In-service training begins July 9, 1974.
1.12	Replace Small Engine Repair Teacher/ Coordinator	Position filled July 3, 1974. In-service training begins July 9, 1974.
		Turnover in instructional staff is partially explained by the widespread demand for individuals with unique skills possessed by Project MODEL teachers once they have received in-service training and exposure to special needs groups.
1.13	Hire Administrative Assistant	Position approved, salary appropriated, and position filled.
1.14	Replace Truck Driver	One primary and two back-up drivers have been selected.
1.2	Vocational Evaluation and Reading Diagnosis Laboratory	9 agencies and 11 populations were served: 7 mentally retarded populations 1 physically handicapped pop. 1 disadvantaged population 2 incarcerated populations 178 students enrolled, 158 completed programs, 152 received certificates, 13 were placed.
		This unit was not directly concerned with placement.

1.3 Distributive Education Laboratory	4 agencies and populations were served: 1 mentally retarded population 1 physically handicapped pop. 2 disadvantaged populations 63 students enrolled, 55 completed programs, 56 received certificates, 17 were placed.
1.4 Business Education Laboratory	4 agencies and populations were served: 1 mentally retarded population 1 mentally and physically handicapped population 2 disadvantaged populations 75 students enrolled, 46 completed programs, 41 received certificates, 33 were placed.
1.5 Small Engine Repair and Automotive Tune-up Laboratory	5 agencies and populations were served: 1 physically handicapped pop. 1 disadvantaged population 3 incarcerated populations 84 students enrolled, 66 completed programs, 66 received certificates, 4 were placed. Placement figures are low because a majority of programs involved inmates who were not eligible for parole or work-release at the time of MODEL's interaction.
GRAND TOTAL FOR ALL PROGRAMS	25 Distinct Populations were served: 400 students enrolled in programs 325 completed programs 315 certificates awarded 67 students were placed in employment

2.0	Begin Operational Year	All four units have begun second exposure to target populations.
3.0	Develop Informational Film	Completed August 2, 1974. To be used in agency relations and as an informational device.
4.0	Anticipate Second Year	Film Developed New Brochures printed and 2500 mailed Development of Policy and Procedures Manual initiated.
5.0	Third Party Evaluation	Completed January 21, 1974. Phase II to begin in September with document submitted by June of 1975.
6.0	Computer Assisted Instruction	Past problems rectified. Computer Assisted Instruction programs will be ready by September 1, 1974.
7.0	Plan Elementary Career Program	Rejected due to budget restrictions and anticipated involvement with Chapter 766. Anticipated date for resubmission of proposal for Chapter 766 involvement is September.
8.0	Develop Propagation Proposals	4 proposals have been drafted. Anticipate completion in December, 1975.
9.0	In-Service Special Needs	Last training course in Blind Education ended March 15, 1974. Training courses will resume by October 1, 1974.

SPECIAL NOTES:

9 schools, agencies, or institutions have initiated, or are in the process of initiating, occupational education programs for special needs populations as a direct result of Project MODEL's interaction. The average cost per student during Fiscal Year 1974 was $579.

FISCAL YEAR 1975 (2nd Operational Year)

1. Summer Workshop -- July 9 to August 23

This workshop is a vital link between the in-service operations of Fiscal 1974 and those of Fiscal 1975. There will be an emphasis in a number of areas. First, long overdue maintenance and repair will be performed on the mobile units' interiors and exteriors. This will insure a minimum of equipment malfunction in the next ten months and should be a valuable learning experience for new teachers and a helpful review for incumbent staff. Second, a review of the usage and operation of all Audio/Visual equipment will take place under the direction of representatives from the manufacturers and distributors of the equipment. Third, in cooperation with Project CAREER, Project MODEL will computerize the description of its instructional programs. The teaching staff of the Project will spend a number of weeks updating banks of behavioral objectives. In the end, this computerized system will facilitate the reporting and analysis of program results and can also provide a list of vocational competencies which can accompany students when they meet with prospective employers.

2. Projected Unit Interaction with Target Populations, FY'75

Vocational Evaluation and Reading Diagnosis		2 mentally retarded populations 3 physically handicapped pop. 3 disadvantaged populations 2 corrections populations
	Total	10
Small Engine Repair		1 mentally retarded population 1 physically handicapped pop. 1 disadvantaged population 2 corrections populations
	Total	5

Distributive Education		1 mentally retarded population or physically handicapped 1 physically handicapped pop. 1 disadvantaged population 1 corrections population
	Total	4
Business Education		1 physically handicapped pop. 1 disadvantaged population 1 corrections population
	Total	3
GRAND TOTAL FOR ALL UNITS		3 or 4 mentally retarded populations 6 or 7 physically handicapped pop. 6 disadvantaged populations 6 corrections populations
	22	Isolated and diversified populations to be served during Fiscal Year 1975
	300-350	Project Number of Students to be served in Fiscal 1975

BUDGET EXPENDITURES -- FY'74 and FY'75

During Fiscal Year 1974 Project MODEL expended $50,978 for operational costs and $180,323 for instructional costs for a total budget expenditure of $231,301. Different funding patterns allow for a greater variety in line allocations for Fiscal Year 1975. The proposed expenditures are $106,254 for operational costs and $107,496 for instructional costs for a total budget expenditure of $276,750. The increase in the budget for Fiscal 1975 (less than 20%) is explained by the introduction of computer usage and supporting systems (15%) and cost of living salary increases, inflation, and extensive maintenance and repairs to the mobile units (5%).